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Robert Le Kyng Primary School  
Westcott Street

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# Robert Le Kyng Primary School

Robert le Kyng Primary School is a mainstream primary school resourced to meet the additional needs of up to 10 children who have a physical disability who, without such provision, would be unable to access a mainstream curriculum. The school has a 2 class intake each year. This offer is relevant to those accessing the mainstream classes and not the Special Resources Provision (Physical Impairment) Unit (SRP, PI). The SRP, PI has its own Information Report. Our school SENCO is Mrs Michelle Fisher ([senco@robertlekyng.swindon.sch.uk](mailto:senco@robertlekyng.swindon.sch.uk)).

## **HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?**

At Robert Le Kyng, children are identified as having SEND through a variety of ways including the following:-

- Liaison with the preschools/previous school
- Performing below age expected levels
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- Concerns raised by Parents
- Teachers will use the Swindon Core Standards to support classroom provision and/or identify area of need
- Liaison with external agencies
- Health diagnosis through paediatrician

## **HOW WILL SCHOOL SUPPORT MY CHILD?**

## **WHO WILL OVERSEE, PLAN, WORK WITH MY CHILD AND HOW OFTEN?**

Ongoing support will be offered to all children through “quality first teaching” that ensures that the needs of different children are addressed as far as possible within the classroom environment.

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.

Our SENCO oversees all support and progress of any child on the SEND register across the school and provides intervention support where needed.

- There may be a Teaching Assistant (TA) working with your child either individually or as part of a group, if this is seen as necessary by the needs identified as part of their support plans/EHCPs which will be shared with parents.

### **WHO WILL EXPLAIN THIS TO ME?**

- The class teacher will meet with parents (this could be as part of Parent’s evening) to discuss your child’s needs, support and progress.
- For further information the SENCO is available to discuss the support in more detail.

### **HOW ARE PARENTS OF CHILDREN WITH SEND INVOLVED?**

We believe that parents play a vital role in helping children with SEND achieve their full potential. At Robert Le Kyng, we like to work in partnership with the parents.

- If the child is part of a TAC/F or has a support plan, parents will be invited in to talk through the child’s targets and the progress they have made towards achieving them. These are an opportunity to share parental knowledge of what works best for their child and plan further support.
- If a child has an EHCP, parents are invited to attend and contribute to an annual review meeting. Outside agencies supporting the child are also invited, providing parents with an opportunity to talk about their child’s needs with these professionals. Long term provisions are reviewed and short term goals are set. Parents are also invited to meet with the SENCO during the year to discuss the progress their child is making – outcomes meetings.

### **HOW ARE CHILDREN WITH SEND CONSULTED AND INVOLVED IN THEIR EDUCATION?**

- Children with SEND usually have an awareness of their own needs and what support works for them. Their views are recorded on their one page profiles and/ or support plans.

- If age or ability appropriate, children with an EHCP are invited to attend part of their annual review meeting. They also complete a pupil voice sheet in a way that is accessible to them e.g. 'This is Me' booklet, communication cards, photographs.
- Children with SEND are also chosen by the SENCO or subjects leaders for pupil voice sessions. Children's opinions on different areas of their learning are gathered, fed back to all staff and have an impact in shaping their future education.

### **HOW WILL I RAISE CONCERNS IF I NEED TO?**

- Talk to us – firstly contact your child's class teacher, SENCO or Head Teacher
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

### **HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?**

- The Head teacher reports to the Governors to inform them about the progress of all the children, including those with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEN and meets with the SENCO. They also report to the Governors to keep all informed.

### **HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?**

### **WHAT ARE THE SCHOOL'S APPROACHES TO DIFFERENTIATION AND HOW WILL THAT HELP MY CHILD?**

- All work within class is pitched at an appropriate level so that all children are able to access the learning according to their specific needs. On occasions this can be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

### **HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?**

### **WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?**

- We offer an open-door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCO and discuss how your

child is getting on. We can offer advice and practical ways that you can help your child at home.

- We believe that your child's education should be a partnership between the child, parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- We can operate home/school link books which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed.
- If your child is on the SEND register they may have a support plan. It will have individual / group targets. This is assessed 3 times a year and parents are given a copy of the plan. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed and are written in a child friendly format.
- If your child has complex SEND they may have an Education and Health Care Plan (EHCP), which means that a formal meeting will take place to discuss your child's progress and a report will be written.

## **HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?**

- As a school we measure children's progress in learning against National expectations and age-related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry in Reception through to Year 6, using a variety of different methods including teacher assessment, National Curriculum levels and BSquared progression steps where appropriate.
- Children who are not making expected progress are picked up through review meetings with the class teacher and Deputy/Head teacher. In this meeting a discussion around why, individual children are experiencing difficulty and what further support can be given to aid their progression.
- When a child's support plan/ EHCP outcomes are reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
- Assessment is part of the 'Assess, Plan, Do, Review' cycle as part of our graduated response.

**WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?  
WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN  
THE SCHOOL?**

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENCO or Head Teacher for further advice and support. This may involve working with trained staff within school or alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

**HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?**

- The school has a policy regarding the administration and managing of medicines on the school site.
- Parents need to contact the main office or class teacher if medication is recommended by Health Professionals to be taken during the school day.
- On a day to day basis the admin staff generally oversee the administration of any medicines.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

**WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR  
ACCESSED BY THE SCHOOL?**

- We have a qualified SENCO who can be contacted via the school office.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention; Health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services including - Locality Teams, social workers and Educational Psychologists.

**WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD  
OR ARE CURRENTLY HAVING? WHERE DO STAFF GET ADVICE?**

Staff training adapts with the needs of the children. Some staff have had training in the interventions below, however this is not an exhaustive list:

- Manual Handling

- Speech & Language programmes. They can also access support from the advisory teachers at Even Swindon.
- Signalong.
- CLASS support (Cognition, Learning Advice and Support Service)
- RWI Phonics
- Numicon.
- ELSA (Emotional Literacy Support Assistants)
- Bereavement
- Lego Talk programme
- SPARKS
- Team Teach
- Outreach support from Brimble Hill
- Hearing Support Team advice
- Lighthouse Early Intervention Support (SEMH service through Blue Kite)
- Occupational Therapists
- Physiotherapists
- School Nurse
- Swindon Assistive Technology Service
- TaMHs
- Trailblazers outreach team
- Visual Impairment Support Team
- Family Support

### **HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?**

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

### **HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?**

- The school site is wheelchair accessible with disabled toilets large enough to accommodate changing. The school is all on one level with ramps at specified fire exits.

- We have staff who have experience of helping children with English as an Additional Language (EAL) and provide extra teaching to support the English language acquisition.

### **HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERING TO A NEW SCHOOL?**

- We encourage all new children to visit the school prior to starting when they will meet their class and be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits.
- If your child has complex needs then an EHCP annual Review (usually in year 5) will be used as a transition meeting during which we will invite staff from both schools to attend.

### **HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEND NEEDS?**

- We ensure that all children who have special educational needs are met to the best of the school's ability with the funds available.
- We have a team of TAs who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving a TA.

### **HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?**

- The class teacher alongside the SENCO will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support in order to bridge the gap to achieve age expected attainment and to support their independence within the classroom.
- This will be through on-going discussions with parents.

### **HOW DO WE KNOW IF IT HAS HAD AN IMPACT?**

- By reviewing children's targets from TAC/F and Support Plans or EHCP outcomes and ensuring they are being met or progress has been made.

- The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.
- Verbal feedback from the pupil, parent and/or teacher.
- Children may move off the SEND register when they have 'caught up' or made sufficient progress.

### **WHO CAN I CONTACT FOR FURTHER INFORMATION?**

- First point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet Mrs Fisher, our SENCO.
- Look at the SEN policy on our website
- Contact the school office to be directed to the most appropriate member of the Senior Leadership Team (SLT) if you are unsure who to contact.

### **WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?**

- Contact the school office to arrange to meet the Headteacher, Mrs Smith or another member of the senior leadership team, who will willingly discuss how the school could meet your child's needs.